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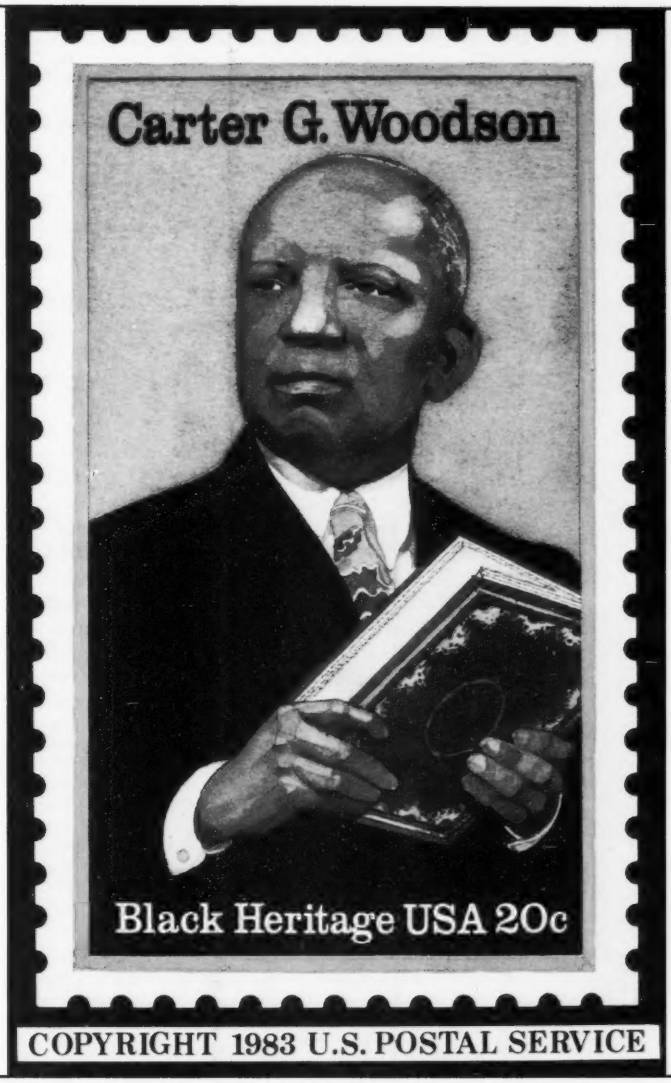

Carter G. Woodson:
'Father of Black History'

ALSO: The Librarian Testifies on FY 1995 Budget

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JAMES H. BILLINGTON
Librarian of Congress

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On the Cover: Carter G. Woodson is known as the "Father of Black History," and he was honored for his accomplishments with this portrait, which appeared on a commemorative U.S. stamp. *Copyright U.S. Postal Service. Used by permission.*

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The *Library of Congress Information Bulletin* is issued biweekly except in August (no issues published) and in December (one issue published) by the Public Affairs Office of the Library of Congress and distributed free of charge to publicly supported libraries and research institutions, academic libraries, learned societies and allied organizations in the United States.

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Congressional Research Service Gets New Director:
Daniel Mulhollan, Acting Deputy Librarian, Gets Nod

Librarian of Congress James H. Billington has appointed Daniel P. Mulhollan, 49, to be director of the Congressional Research Service (CRS), effective Jan. 24. Mr. Mulhollan succeeds Joseph E. Ross, who retired on Dec. 3.

"Daniel Mulhollan brings to this position comprehensive knowledge of Congress, an understanding of its research needs, a strong commitment to diversity and a record of effective and energetic administration," said Dr. Billington. "He is an excellent person to meet the challenge of operating effectively within a reduced budget while providing strong leadership for the Congressional Research Service."

The Congressional Research Service, an administrative unit of the Library of Congress, works exclusively and directly for the members and committees of Congress in support of their legislative, oversight and representative functions. CRS maintains close ties with Congress and provides research, analysis and a wide variety of information services with the goal of contributing to an informed national legislature.

In addition to directing the work of more than 800 employees in the 10 offices and divisions of the Congressional Research Service, Mr. Mulhollan will serve as a member of the Library's Management Team, which shares responsibilities for the formulation and administration of policies affecting the entire Library. He serves under the general direction of the Librarian, who has charged him with streamlining operations within CRS, improving services to Congress, particularly through greater use of technology, and increasing diversity in positions of responsibility throughout CRS.

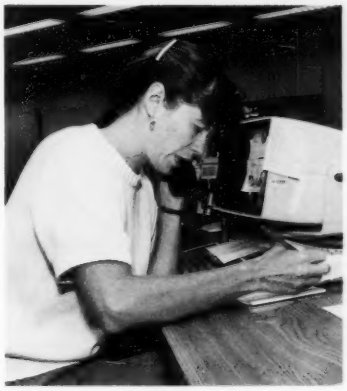
For the past two years, Mr. Mulhollan has served as acting Deputy

Daniel Mulhollan

Librarian of Congress. In that post, Mr. Mulhollan led an effort to improve the Library's service to Congress with a temporary Library-wide team that examined and enhanced Library responsiveness to congressional needs, congressional understanding of the Library's mission and potential, and relations with the noncongressional communities that have an impact on the Library's legislative agenda.

Born in Louisville, Ky., Mr. Mulhollan grew up in the Chicago area. He graduated with honors in 1966 from the College of St. Thomas in St. Paul, Minn.; he received a fellowship and completed his Ph.D. comprehensive exams at Georgetown University. He joined the Library of Congress in September 1969 as an analyst in American national government in the Government and General Research Division, Legislative Reference Service, which became the Congressional Research Service the following year. From 1973 to 1981 he served as head of three sections in that division and worked closely with a number of congressional committees on issues such as lobbying disclosure, the Watergate investigation, congressional reform and standards of official conduct. He became assistant chief of the Government Division in 1981 and was named chief in 1991.

In 1987 Mr. Mulhollan served on the Library's Management and Planning Committee, formed by Dr. Billington shortly after he was appointed to help define strategic priorities for the 1990s. Mr. Mulhollan's extensive experience working with Congress made him a valuable member of the committee, where he focused particularly on the Library's



Kristen Whitney, an inquiries recorder at the CRS "nerve center," takes a request from a congressional office. *Photo by Jim Higgins*

services to its constituencies.

Mr. Mulhollan has lectured widely on congressional operations and contributed scholarly articles to several professional journals. He has received numerous awards for performance, including the Library's highest award, the Distinguished Service Award, which he received in 1991.

—*Helen Dalrymple*

Library's African-American Resources to be Symposium Focus

Two panels of distinguished scholars will discuss the rich resources available at the Library of Congress for the study of African-American history and culture in a symposium scheduled for Feb. 23.

Participants include professor and author David Garrow; museum curator John Fleming; Dorothy Porter Wesley, director emeritus of the Moorland-Spingarn Research Center at Howard University; film historian Thomas Cripps; and librarian Jessie Carney Smith.

The symposium marks the publication of the second in the Library's series of resource guides, *The African-American Mosaic: A Library of Congress Resource Guide for the Study of Black History & Culture,* edited by Debra Newman Ham of the Library's Manuscript Division.

Beginning with bibliographies relating to slavery and concluding with television documentaries of the civil rights era, the resource guide reflects the full span of subjects and formats available in LC's collections.

Speakers at the symposium will illustrate how these comprehensive and wide-ranging materials at the Library—from presidential and family papers and early silent films to unpublished recordings of jazz giant Duke Ellington to the photo morgue of *U.S. News and World Report*—enable scholars to research the history and culture of the African American population.

David Garrow

The first session of the symposium, from 2 to 3:30 p.m., will focus on the experience of scholars who have embarked on the study of different aspects of African American history using the Library's varied collections.

Dr. Garrow, who won the Pulitzer Prize in 1987 for his book *Bearing the Cross: Martin Luther King Jr., and the Southern Christian Leadership Conference,* drew extensively on the records of the SCLC and the National Association for the Advancement of Colored People (NAACP), both of which are in the collections of the Manuscript Division, in the course of researching his book.

Dorothy Porter Wesley

He has also published other books on the civil rights movement and the politics of sit-ins and student activism. His latest book, *Liberty and Sexuality: The Right to Privacy and the Making of Roe v. Wade, 1923–1973,* is scheduled for publication this year.

A second participant in the first session is Dorothy Porter Wesley, sometimes called "the doyenne of black bibliography," who has long been associated with the Moorland-Spingarn Research Center at Howard University. Dr. Wesley's works include *North American Negro Poets, A Bibliographical Checklist of Their Writings; A Working Bibliography on the Negro in the United States;* and, for the Library of Congress, *The Negro in the United States: A Selected Bibliography,* published in 1970.

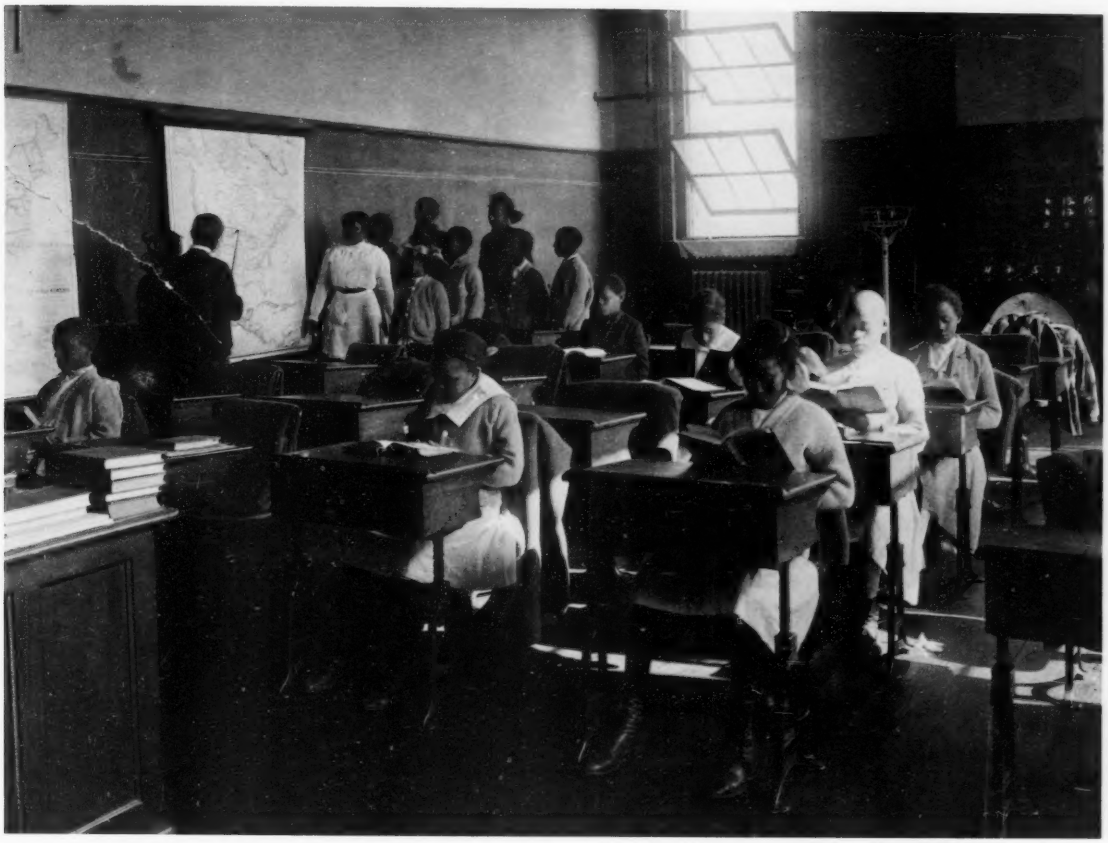
Finally, John Fleming, director of the National Museum of Afro-American History in Wilberforce, Ohio, and coauthor of *The Case for Affirmative Action for Blacks in Higher Education,* will contribute his insights on the resources at the Library for research on African American history.

The second session of the symposium will run from 4 to 5:30 p.m. and will concentrate on black culture, music and film. Dr. Cripps, film historian at Morgan State University and author of many works, including *Slow Fade to Black: The Negro in American Film, 1900–1942,* will discuss research using the Library's film and visual resources.

Jessie Carney Smith, librarian at Fisk University and editor of *Notable Black American Women,* has published a number of works related to information sources for the study of African American culture: *A Reference Guide to Information Sources; Ethnic Genealogy: A Research Guide;* and *Black Academic Libraries and Research Collections: An Historical Survey.* Dr. Smith is well qualified to discuss the resources of the Library of Congress for the study of African American culture.

The public is welcome to attend the symposium in the Mumford Room of the Madison Building, First and Independence Ave. S.E., and to view an exhibition displaying a small sample of the Library's important African American collections in the foyer of the building.

—Helen Dalrymple



Woodson's teaching career took him to Thaddeus Stevens School in Washington D.C. . . . .

The Burgeoning 'Cause,' 1920–1930:

An Essay on Carter G. Woodson

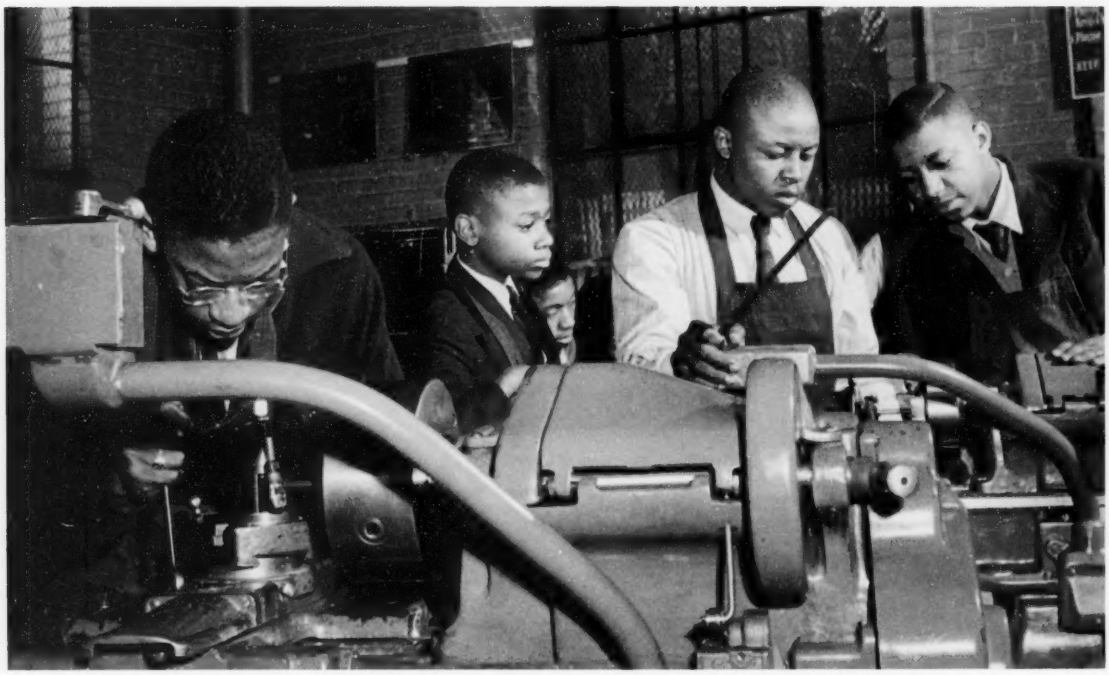
by Charlynn Spencer Pyne

Following is an essay on "the cause" of Carter G. Woodson, recognized as the "Father of Black History." Woodson researched his dissertation at the Library of Congress, where he was encouraged by Manuscript Division Chief J. Franklin Jameson to pursue his goals.

The effort to preserve and publicize the historical heritage of black Americans was the mission of Carter G. Woodson, who called his beloved black history crusade "the cause."

Woodson successfully launched a bold campaign of public education and advocacy on the one hand and research and publication to gain scholarly acceptance of the history of African peoples on the other.

Early Life. Born in 1875 near the end of Reconstruction, in Buckingham County, Va., Woodson was the fifth of James Henry and Anna Eliza Woodson's seven surviving children. Carter Woodson's parents had been born into slavery in Virginia. His father, however, had escaped during the Civil War and served in the Union Army. In 1867, two years after the surrender at Appomattox Courthouse, 30-year-old James Henry Woodson married 19-year-



. . . Then to Armstrong Manual Training School, where these students participated in machine shop. . . .

old Anna Eliza Riddle. A skilled carpenter like his father, James Henry was unable to support himself with his craft and was forced into sharecropping.

By the time of Carter Godwin Woodson's birth, James Henry had managed to buy 20 acres near his father's farm. Although the family was extremely poor, their status as landowners afforded them a measure of freedom that contributed to the young Woodson's strong self-reliance (Goggin 1993, 7–9).

The Woodson children worked hard on the family farm, and four months out of the year—between harvesting and planting—they attended the nearby school run by their uncles, John Morton Riddle and James Buchanan Riddle. While his uncles served as important role models, Woodson nevertheless credited his father, who was illiterate, with teaching him his most valuable lessons—to be polite to everyone but to demand respect as a human being and never betray "the race." Woodson's mother, who had learned to read and write, expected Woodson—her favorite child—to work hard and do well in his studies (Goggin 1993, 10).

"The History of the Race." In 1892, when he was 17, Woodson followed his older brothers to West Virginia, where they had moved several years earlier to work in the coal mines. There, Woodson fell in love with "the history of the race" through his association with Oliver Jones, whom he described as well-educated despite his inability to read and write. Jones, a former cook and Civil War veteran from Richmond, whom Woodson said "looked the part of a Virginia gentleman," operated a tearoom in his home, where black miners gathered in the evening to buy ice cream and fruits.

When Jones learned that Woodson could read, he engaged Woodson to read the daily newspapers to him and his customers in exchange for free treats. By subscribing to "black" and "white" newspapers, Jones sought to keep abreast of the news in the black community, as well as in the nation and the world. Woodson, in acknowledging the educational value of this experience, wrote:

"I learned so much myself because of the much more extensive reading required by him than I probably would have undertaken for my own benefit. . . . In seeking through the press information . . . for Oliver Jones and his friends, I was learning in an effective way . . . history and economics" (Woodson 1944, 116).

The "history of the race" was a frequent topic at Oliver Jones's place. Woodson would listen intently as the veterans and "old-timers" talked of their experiences during slavery, the Civil War and Reconstruction.

. . . And later to M Street High School, an elite black academic institution. *Photos from Prints and Photographs Division collections*

He would later become a pioneer in the use of oral history.

Woodson described Jones's home as "all but a reading room" that included works on black history and biography. Whenever a Civil War veteran or notable black person achieved distinction or ran for political office, Woodson would be asked to search for information and inform those present of his or her achievements. Likewise, many distinguished African-Americans visited Jones's place when they were in the area. Woodson wrote that through these experiences "my interest in penetrating the past of my people was deepened and intensified" (Woodson 1944, 116).

To further pursue this interest Woodson resolved to return to school, and, at the age of 20, moved into his parents' home in Huntington, W.Va., to attend Frederick Douglass High School. Completing his high school studies in just two years, Woodson enrolled in Berea College in Kentucky in 1897 with only enough funds to attend full-time for two quarters.

Nevertheless, over the next 15 years, Woodson earned a bachelor of letters degree from Berea, B.A. and M.A. degrees from the University of Chicago, and in 1912 a Ph.D. in history from Harvard University. He did all this while teaching full-time in Malden, W.Va. (1898–1900), serving as principal of Huntington's Frederick Douglass High School (1900–1903), and teaching in the Philippines (1903–1907). In 1907, while traveling on a six-month world tour, he conducted research at various libraries and studied for a semester at the Sorbonne in Paris.

"The Cause" Takes Root. In 1909 Woodson moved to Washington to work on his dissertation at the Library of Congress and teach in the District of Columbia public schools. Originally assigned to teach the eighth grade at Thaddeus Stevens School, Woodson soon transferred to Armstrong Manual Training School—a vocational and technical high school, and in 1911, to M Street High School—an elite black academic institution.

Washington's African-American schools had incorporated black history into the curriculum at all levels, and Woodson's commitment to the study and teaching of black history was solidified during his tenure there (Goggin 1993, 31).

In April 1915 Woodson published his first book, *The Education of the Negro Prior to 1861.* In June 1915 he traveled to Chicago to participate in the Exposition of Negro Progress (held to commemorate the 50th anniversary of emancipation) and to research and write. In September

Woodson joined the faculty of Howard University (top) in 1919; he quickly locked horns with J. Stanley Durkee, the university's 11th and last white president, who fired Woodson a year later for, among other things, publicly criticizing him. *Photos from Prints and Photographs Division collections*

Woodson founded the Association for the Study of Negro Life and History (ASNLH), which he incorporated upon his return to Washington. Historians August Meier and Elliott Rudwick wrote of Woodson's effort:

"Coming to intellectual maturity amid the tide of disenfranchisement, sharecropping, Jim Crow and mob violence that marked what Rayford W. Logan has termed the 'nadir' in the fortunes of American blacks during the post-Civil War era, Woodson sought to build and popularize a serious interest in Negro history at the apogee of popular and scientific racism in Western thought" (Meier & Rudwick 1986, 2).

Woodson, like many Americans who came of age during the Progressive Era, believed that education was a catalyst for social action and an agent of social change. He believed that the history of African peoples in Africa and in the Americas would inspire black pride, "uplift the race" and destroy white racist beliefs and prejudices. Declared Woodson in a speech at Hampton Institute:

"We have a wonderful history behind us. . . . If you are unable to demonstrate to the world that you have this record, the world will say to you, 'You are not worthy to enjoy the blessings of democracy or anything else.' They will say to you, 'Who are you anyway?' . . . Let us, then, study . . . this history . . . with the understanding that we are not, after all, an inferior people. . . . We are going back to that beautiful history, and it is going to inspire us to greater achievements. It is not going to be long before we can sing the story to the outside world as to convince it of the value of our history . . . and we are going to be recognized as men" (Meier & Rudwick 1986, 9).

Woodson's commitment to the ASNLH was firmly rooted, and "the cause" became his life's passion and work. While the association was not the first organization established specifically to promote African-American history—black intellectuals had founded the American Negro Historical Society of Philadelphia in 1897 and the Negro Society for Historical Research (Yonkers, N.Y.) in 1912 (Winston 1973, 19)—Woodson singlehandedly made it the most successful and long-lived of its kind.

Just four months after establishing the association, Woodson published the first issue of the *Journal of Negro History* with money borrowed against his life insurance policy. The *Journal* provided a forum for black and white scholars to publish research on African-American history and culture and devoted a substantial portion of its pages to reprinting little-known primary documents.

Both the price of the *Journal* and the association's membership fees were kept low so as not to be prohibitive to the majority of African-Americans. This policy made it necessary for Woodson to contribute his own money and rely on white philanthropy. As a result, Woodson selected the association's officers and executive board members primarily on their ability to contribute or raise funds. Although the financial burden would have been less-

ened by affiliating with a black college or university, Woodson—fiercely independent—adamantly refused such an affiliation and always stressed his autonomy.

A Brief Career in Academia. While working incessantly to promote "the cause" and to raise funds for the association, Woodson continued teaching and, in 1918, became principal of Armstrong Manual Training School. After just a year at Armstrong, Woodson became discouraged by the lack of support given to vocational education. He left to accept a position at Howard University and to begin his most fruitful decade.

That decade, however, did not begin smoothly. Joining the Howard faculty in the summer of 1919 as dean of the School of Liberal Arts and head of the history department, Woodson saw his new position as an opportunity to earn more money to contribute to the association, a chance to train young black historians that he could recruit to "the cause" and an occasion to devote more time to research and writing. However, he soon found himself locked in a series of disputes with J. Stanley Durkee, Howard's 11th (and last) white president.

Coming to the university in 1918, Durkee, an energetic and autocratic Congregationalist minister, was determined to shape the university to his own liking by reorganizing the entire academic structure and centralizing all authority, including that of the previously independent professional schools, in his hands. (Wolters 1975, 94–99).

In the winter of 1920, Woodson publicly criticized Durkee for damaging academic freedom by removing from the university library Elbert Rhys Williams's *Seventy-Six Questions on the Bolsheviks and Soviets* after a complaint from Sen. Reed Smoot. That spring Woodson balked at Durkee's order to monitor faculty attendance at daily chapel service and exacerbated their differences by organizing, without Durkee's permission, a series of continuing-education courses for Washington's public school teachers. Infuriated by Woodson's actions, Durkee rejected Woodson's conciliatory gestures and fired him before commencement in June 1920 (Goggin 1993, 50–53).

During Woodson's brief tenure at Howard, he introduced courses in black history in the School of Liberal Arts and organized the graduate program in history. Earlier efforts by Kelly Miller, Alain Locke, and others to institute courses in black studies and race relations had been rejected by Howard's predominantly white board of trustees. Historian Michael R. Winston attributes this rejection to the fact that "courses on race would help to more firmly identify the institution as black, and there were many who held fast to the conviction that Howard ought to be an institution for the education of 'youth' no matter what the realities of racial segregation in the United States" (Winston 1973, 21).

In late June, Woodson accepted with gratitude an invitation to become dean of the College Department of West Virginia Collegiate Institute (now West Virginia State College).

"The Cause" Blossoms. 1920—a year marked by controversy and difficulties at Howard University, was also a year that "the association found itself with the largest deficit in its history," Woodson wrote later (Woodson 1925, 602). But 1921 witnessed the blossoming of "the cause."

During Woodson's first year at the West Virginia Collegiate Institute, the College Department offered new courses in a variety of subjects, including history, political science and economics. Enrollment for the institute grew from less than 300 students to nearly 450, with 54 students receiving degrees in May 1921 (Goggin 1993, 54).

Also in May, Woodson received news that would at last allow him to devote his full attention to "the cause": The Carnegie Foundation agreed to fund his request for $25,000 to support the work of the Association for the Study of Negro Life and History. The foundation had been persuaded to support Woodson's efforts by endorsements from prominent white historians, especially J. Franklin Jameson—"who finally unlocked for Woodson the virtually closed doors of philanthropy" (Meier & Rudwick 1986, 27).

Jameson was director of the Department of Historical Research at the Carnegie Institution of Washington and later chief of the Manuscript Division at the Library of Congress. He and Woodson "had much in common, sharing not only an interest in black history but a mutual passion for collecting documents

Woodson also had run-ins with Thomas Jesse Jones, an influential white administrator in black education; Woodson blamed Jones's smear campaign for his inability to raise funds for the Association for the Study of Negro Life and History. *Photo from Hampton University collections*

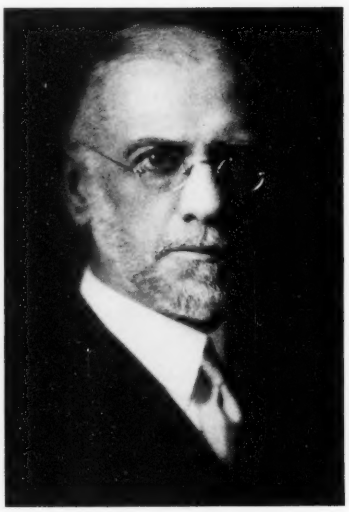
dealing with the Afro-American past" (Meier & Rudwick 1986, 30).

Woodson received the Carnegie grant over a five-year period in semi-annual installments of $2,500, administered by Jameson. The money was used to pay off the association's debts and for current operating expenses. Jameson and Woodson believed that the Carnegie grant would provide the association with leverage to generate additional funding (Meier & Rudwick 1986, 35).

Nine months later, just as they had hoped, Woodson received word that the Laura Spelman Rockefeller Memorial Fund had agreed to back his proposal for $25,000 (in $5,000 per-year installments) to pursue the research projects he had outlined. With money secured for research, Woodson was able to hire full-time research assistants and pursue projects he had begun on slavery, free blacks in the antebellum period, Reconstruction and the black church. Rockefeller grants financed the association's research program over the next decade—a decade that produced "the finest corpus of scholarship that the association would sponsor" (Goggin 1993, 60; Meier & Rudwick 1986, 46).

Upon receipt of the first Carnegie check in June 1921, Woodson announced that he would begin working full-time for the association at an annual salary of $3,000. He delayed his employment until the summer of 1922, however, because he had promised the institute's president, John W. Davis, that he would stay at the institute for another year.

In the meantime, Woodson incorporated the Associated Publishers, an independent, commercial publishing company, in Washington, D.C. He appointed himself president; Davis, treasurer; and Louis Mehlinger (Woodson's friend and neighbor who worked for the Treasury Department as a typist and stenographer), secretary. Woodson had long promoted the establishment of a black publishing company



Woodson researched his dissertation at the Library of Congress, where J. Franklin Jameson, Manuscript Division chief, encouraged him to pursue "the cause." ***Photo courtesy National Archives***

to produce books on black studies, because white firms were extremely reluctant to publish books by or about African-Americans. Woodson believed that such an outlet would generate funding for other association endeavors. This, however, did not prove true (Goggin 1993, 55).

The Associated Publishers soon released Woodson's third book, *The History of the Negro Church*, a study he had begun as his master's thesis in 1908 but had abandoned for lack of available documentation.

Although 1921 was a good year, it was not without its controversies—most centering on Woodson's dictatorial style of managing the association. One such controversy, near the end of the year, brought down the wrath of Thomas Jesse Jones, an influential white administrator in black education and the powerful officer of a philanthropic organization.

Jones, a Columbia-trained sociologist, had been director of the Hampton Institute Research Department and, from 1913 to 1946, served as educational director of the Phelps-Stokes Fund—controlling millions of dollars earmarked for industrial education for blacks. Jones directed a study of black schools cosponsored by the department of education (U.S. Bureau of Education, *Negro Education: A Study of the Private and Higher Schools for Colored People in the United States*, 1917). He angered many black intellectuals, including W.E.B. Du Bois—a leading scholar, activist, and promoter of academic education—with his sharp criticism of schools not focusing on vocational education and not meeting the standards of his model, the well-developed Hampton Institute (Meier & Rudwick 1986, 22; Scally 1985, 13).

Nevertheless, Woodson arranged for Jones's study to be favorably reviewed in the *Journal* and appointed him to the Executive Council of the association. In October 1921, however, Woodson abruptly removed Jones. He had become anathema to the black community for blocking the appointment of Max Yergen to a YMCA position in South Africa, because Jones feared that Yergen's views were too "Du Boisian" for his liking (Meier & Rudwick 1986, 38).

At the association's annual meeting, Woodson announced Jones's removal from the Executive Council. He also disclosed that Robert E. Park, a white University of Chicago sociologist and president of the association since 1917, had resigned and that Jesse E. Moorland, a clergyman, leader of the Colored YMCA movement and the most influential black member of the Howard University board of trustees, had been replaced as treasurer.

When Emmet J. Scott—the secretary-treasurer and business manager of Howard University, protested the removal of Moorland, he too was dismissed from the council. But while Park, Moorland and Scott left graciously and continued to support

the association, Jones, angered by his dismissal and by a bitter denunciation that Woodson had hastily inserted into his new book, *The History of the Negro Church*, embarked on a letter-writing campaign to sabotage Woodson's program. Jones charged that Woodson was a propagandist rather than a scholar and a "radical" in his views on race relations. Woodson later wrote:

"Thomas Jesse Jones began to use every possible means to lop off the supporters of the association. . . . I interviewed rich white people to whom he had written. Some of them have taken letters from their files and have shown them to me" (Meier & Rudwick 1986, 40).

"The Cause" in Full Bloom. In the summer of 1922, after completing his second year at the West Virginia Collegiate Institute, Woodson returned to Washington, where he could devote all his time and attention to "the cause." Woodson, who had continued to rent office space in the heart of the black community, now purchased a house to serve as the permanent headquarters for the association and the *Journal*, and as his home.

With the Laura Spelman Rockefeller Memorial Fund grant received in February, Woodson hired his first full-time researcher, A.A. Taylor. A native of Washington and faculty member at West Virginia Collegiate Institute, Taylor received encouragement and funding from Woodson to pursue doctoral studies at Harvard.

In March Woodson published *The Negro in Our History*, a popular account intended as a college textbook. The first edition quickly sold out. The second edition, appearing one year later, also sold out before the end of the year (Goggin 1993, 69). *The Negro in Our History* went through nine additional printings during Woodson's lifetime, and the 12th (and last) edition, coauthored by Charles Wesley, was published in 1972.

"We often said that if we could work that hard we might get somewhere someday, too. But none of us really wanted to work that hard and we wondered how Dr. Woodson did it. To that old saying about 'how much devotion it takes to serve a cause' might be added, 'and how much labor.'"

—Langston Hughes

The Negro in Our History was the standard college and high school textbook on black history for 25 years, until the publication of John Hope Franklin's *From Slavery to Freedom* in 1947 (Thorpe 1971, 118).

Encouraged by Jameson, Woodson and Taylor began a study of free blacks during the antebellum period, using the 1830 census. The young poet, Langston Hughes, was hired to work on this project and found Woodson to be a quintessential example of "industry and stick-to-ittiveness." Hughes wrote of himself and the staff:

"We often said . . . that if we could work that hard we might get somewhere someday, too. But none of us really wanted to work that hard and we wondered how Dr. Woodson did it. To that old saying about 'how much devotion it takes to serve a cause' might be added, 'and how much labor'" (Hughes 1950, 188).

In 1925, looking back on the first 10 years in the life of the association, Woodson wrote:

"At the close of the first decade the association finds much to its credit. It has published the *Journal of Negro History*, a quarterly scientific magazine, now in its 10th volume. . . . It has published 10 monographs developing scientifically neglected aspects of Negro life and history. It has stimulated and trained young men with the capacity for research according to the methods of modern historiography. Above all, it has made the world see the Negro as a participant rather than as a lay figure in history" (Woodson 1925, 598).

At the midpoint in the decade, Woodson could look with pride on his efforts to popularize his beloved "history of the race" and bring it scholarly recognition and new practitioners. He and Taylor had conducted groundbreaking research on free blacks during the antebellum period and African-Americans during Reconstruction and had published *Free Negro Owners of Slaves in the United States in 1830* (1924), *Free Negro Heads of Families in the United States in 1830* (1925) and *The Negro in South Carolina During Reconstruction* (1924). *The Negro in the Reconstruction of Virginia* and *The Mind of the Negro as Reflected in Letters Written During the Crisis, 1800–1860* were slated to be released the following year.

1925 was also a pivotal point in the "New Negro Movement," also known as the "Harlem Renaissance." That year Alain Locke published *The New Negro*, a handsome anthology showcasing contemporary black literature and culture, that Locke called the "first fruits of the Negro Renaissance."

The book became the symbol of the new era, and Locke, its principal spokesperson. Indicative of the racial consciousness of the movement was a lively interest in black history, symbolized by the popularity of black bibliophile Arthur Schomburg's essay, included in *The New Negro*, titled "The Negro Digs Up His Past."

Woodson, inspired by this wellspring of interest and impressed by the success of Marcus Garvey's black nationalist movement, started Negro History Week in 1926 and "launched the most successful effort to mobilize a racial minority through historical consciousness. A strong case can be made that without such a broad-based 'history movement' the opposition to disfranchisement and segregation would not have gathered

strength and resilience that resulted in the civil rights victories of the 1950s and 1960s" (Winston 1993, 1).

This achievement, which has become a national tradition observed annually as Black History Month, has made Woodson the "Father of Black History."

In 1926 Woodson was awarded the NAACP's coveted Spingarn Medal for "10 years' service in collecting and publishing records of the Negro in America." Woodson was nominated first for the award by W.E.B. Du Bois, with whom he shared a respectful but distant relationship. Du Bois later declared Woodson's establishment of Negro History Week to be the "greatest single accomplishment" of the Harlem Renaissance (Du Bois 1971, 203).

In 1926 the Carnegie grant expired and Woodson failed to obtain a renewal. His efforts to secure funds from other sources also proved futile, and while the Rockefeller Memorial Fund continued to provide assistance throughout the decade, Woodson received no foundation funds after 1933.

Woodson placed the blame for this situation largely on the shoulders of Thomas Jesse Jones, who remained relentless in his efforts to thwart and sabotage Woodson's fundraising activities. On the other hand, Woodson's adamant refusal to affiliate with a black university "ran athwart of the changing policies of the foundations" (Meier & Rudwick 1986, 47–53).

These foundations shifted from an emphasis on rural education to the building of black leadership and academic centers of scholarship. They wanted to fund university-affiliated research, a compromise that Woodson refused to make for fear of losing his autonomy and because of his own unhappy experiences in academe. Philanthropic interest had also changed from historical studies to policy-oriented social research. Thus, Meier and Rudwick contend that Jones's threat, though real, was not crucial.

In 1926 Woodson received the Spingarn Medal from the NAACP (example above) for "10 years' service in collecting and publishing records of the Negro in America." W.E.B. Du Bois had nominated Woodson for the medal. He later called Woodson's establishment of Negro History Week the "greatest single accomplishment" of the Harlem Renaissance. *Photos from Prints and Photographs Division collections*

However, Michael R. Winston, a keen observer of the black intelligentsia, defends Woodson and is critical of scholars who fail to take into consideration the full effects of racism on the first generation of black scholars, and the extent to which the nation was committed to maintaining the intellectual basis on which it had fashioned the doctrine of white supremacy. He wrote in 1993:

"While the legal apparatus of segregation is by now well known to most Americans, the more subtle structure of the intellectual dimensions of white supremacy has been all but hidden from view, known for the most part only anecdotally by black scholars themselves.

"The fact that Woodson could be investigated for years [by the FBI] is more than a quaint artifact of the American past. It points to the larger issue of how American history is to be interpreted, which was always part of the opposition to Woodson in the first place" (Winston 1993, 6).

After the 1920s, Woodson financed his work for "the cause" with funds from the black community. Fraternal organizations, women's clubs, churches and local branches of the association supported his work. He remained director of the association, editor of the *Journal* and passionately committed to "the cause" until his death in 1950.

From 1920 to 1930 Woodson was the dominant figure in African-American historical scholarship. During this period he founded the Association for the Study of Negro Life and History (ASNLH), the *Journal of Negro History* and the Associated Publishers. He also initiated the observance of Negro History Week, now Black History Month. These organizations and commemorations continue to the present day.

Woodson also directed the research of a group of younger historians and published their writings. Many became leaders in African-American historiography and, in turn, directed and aided the third generation of academically trained professional historians. Woodson worked prodigiously to make all aspects of the history of African-

Americans and their contributions to civilization known.

His legacy lives on in the study and teaching of African-American history and in the continuing struggle of African-Americans for recognition and equality.

Charlynn Spencer Pyne is a collections development librarian at LC's National Library Service for the Blind and Physically Handicapped. She is a member of the Library's 1994 African American History Month Planning Committee.

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LC in the News

☐ "LC has a new attitude of cooperation with the library community," *Library Journal* Executive Editor Francine Fialkoff wrote in an "Inside Track" column in December.

"The Library's old management team has been swept away, and a new team, many pulled from LC's middle management ranks, is now in place," she added.

"With it comes a new attitude of cooperation . . . and a loosening of the view that LC is a 'higher authority' than any other library in the land."

According to Ms. Fialkoff, "Nowhere is the change more evident than in the cataloging department. As Sarah Thomas, director of cataloging, acknowledged on a recent visit by *LJ* to the Library, 'We've been LC-centric.'" The Library is now using more cataloging developed by librarians around the country and may eventually be able to "'import' as much as 40 percent of the records for CIP (Cataloging in Publication) for current nonfiction and fiction."

☐ *Alexandria: The Journal of National & International Library and Information Issues* has very favorably reviewed in Volume 5, No. 3 John Y. Cole's *Jefferson's Legacy: A Brief History of the Library of Congress.* Dr. Cole is director of the Center for the Book in the Library of Congress.

B.C. Bloomfield, former director of collection development at the British Library, wrote that "this excellent little introduction, generously priced at $9.50 . . . is a pleasure to read and contemplate: Any taxpayer who carries this away with him is likely to recall his visit with pleasure and pride."

Jefferson's Legacy can be purchased at the Sales Shop in the Library's Madison Building or ordered prepaid from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20422. Cite stock number 030–001–00142–3 when ordering.

Braille Competency Test Ready for Use

On Jan. 7 the National Literary Braille Competency Test was released for use by all interested parties.

The test is intended primarily for teachers of children and adults. It is designed to allow candidates to demonstrate a basic competency in literary braille. The test is composed of three parts: Part 1, Writing Skills, asks the candidate to transcribe materials using a slate and a braillewriter; Part 2, Reading Skills, requires the candidate to identify errors in a brief braille selection; and Part 3, Multiple Choice, presents the candidate with 25 questions on the literary braille code.

Since January 1943 the National Library Service for the Blind and Physically Handicapped (NLS) in the Library of Congress has been responsible for the development of training materials and certification programs for braille transcribers and proofreaders. These programs were designed for the certification of volunteers producing braille texts for educational and leisure reading.

For some time, educators and consumer groups have been concerned about the quality and quantity of braille instruction that blind children are receiving in school. In 1989 the Committee on Joint Organizational Effort asked the Library of Congress to explore the feasibility of creating a national certification program in braille for teachers.

The Library readily agreed and NLS's Braille Development Section immediately began the planning process. An advisory committee composed of educators, rehabilitation teachers, transcribers and consumers was established to study the feasibility of developing a test of braille competency for teachers. This committee recommended that NLS develop certification tests in the primary braille codes for teachers.

In 1991 an editorial committee was formed to advise on the development of the test. Committee members developed guidelines for:

☐ Content of the test. It was determined that the test would not attempt to measure teaching methodology but only subject matter knowledge. Universities would be encouraged to continue to address methodology as a part of their teacher preparation programs. State departments of education and professional standards boards would be encouraged to develop their own tests of methodology as needed;

☐ Credibility protection of the test. Issues included: number of equated tests, frequency of revision and statements prohibiting reproduction;

☐ Reading level of the test. It was decided to create one test for teachers of all educational levels; and

☐ Multiple versions of the test to the same location. The trial test was sent to the editorial committee in the spring of 1992. Ten reviewers in the United States and Canada evaluated the test. After the test and instructions were revised, the peer review took place during the summer of 1992. Forty-five people in 15 states and Canada, who had been recommended or had expressed interest, were sent copies of the test. Again, revisions were made. In 1993 four forms of the final test were developed and made ready for use.

Concurrent with its release, the National Literary Braille Competency Test is undergoing a process of validation. Until the formalities of this process have been completed, all of those who ask to take the test will be informed of the pending validation.

The National Literary Braille Competency Test has been developed with every possible consideration for test content and testing rigor. NLS staff will carefully monitor its use in the field and are ready to make whatever modifications and accommodations are necessary to facilitate the achievement of stated goals.

PUBLICATIONS

New from the Federal Research Division

The Library of Congress Federal Research Division has issued the latest three volumes in a series of country studies published under an agreement with the U.S. Department of the Army: *Bulgaria: A Country Study,* edited by Glenn E. Curtis, *Saudi Arabia: A Country Study,* edited by Helen Chapin Metz, and *Ethiopia: A Country Study,* edited by Thomas P. Ofcansky and Laverle Berry.

The series consists of more than 100 titles covering 143 sovereign states and 15 dependencies. A typical book in the series, intended as an introduction to an individual country, contains five chapters describing and analyzing its history, society, economy, government and politics, and national security. All books in the series are hardbound and contain maps, charts, photographs, tables, chapter bibliographies, a glossary and an index.

During the past several years, more than 1 million copies of the books in the series have been sold, and more than 150,000 copies have been distributed to depository libraries throughout the United States.

A list of books in print in the series is available from the Country Studies Program, Federal Research Division, Library of Congress, Washington, DC 20540. To purchase the books, write to the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. Titles and stock numbers must be cited when ordering (Bulgaria–$22, 008-020-01312-9; Saudi Arabia–$20, 008-020-01311-1; Ethiopia–$22, 008-020-01313-7). Include check or money order payable to the Superintendent of Documents.

News from the Center for the Book:

New State Center Approved for Vermont

The Vermont Reading Project, located in Chester, has officially become the Vermont Center for the Book and the 29th state affiliate of the Center for the Book in the Library of Congress.

"This is a wonderful development," said John Y. Cole, director of the Center for the Book in the Library of Congress. "Since 1984 the Vermont Reading Project has been a national leader in promoting library-based book discussion groups. This new partnership also gives the Library of Congress its first state center in New England."

In the past the Vermont Reading Project has been funded by the National Endowment for the Humanities and the Vermont Council on the Humanities.

The Vermont Center for the Book will continue its work of coordinating book discussion programs at 75 libraries each year and organizing book discussion programs for new and "at-risk" readers annually at approximately 150 schools, libraries, correctional facilities and other sites. For the past five years, it has coordinated an annual "About Books and People" conference for 350 adult new readers. Most recently the Vermont center has begun working closely with the Vermont governor's Success by Six program to put books in the hands of the parents of preschoolers and to train parents and child-care workers on how to make reading part of a child's daily routine.

The Vermont Center for the Book is a 501 (c) (3) organization that includes on its board of directors representatives from the Vermont Department of Libraries and the Vermont Library Association, a book seller and a public librarian. The Vermont center "is committed to calling Vermonters together to form a community of readers who use books as tools for investigating complex ideas in their attempt to understand and shape the world in which they live."

For information, write or phone Wendy Martin, Vermont Center for the Book, P.O. Box 441, Chester, VT 05143, (802) 875-2751.

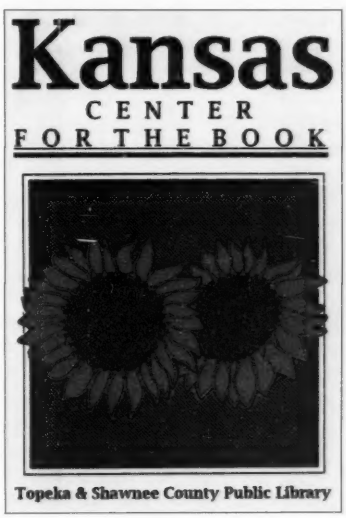
James Dickey, in the Poetry Office, 1966; Mr. Dickey was Poetry Consultant to the Library in 1966–68.

☐ **Eleven State Centers Host Writers in "Writing Life" Program.** Writers Peter Taylor, Jean Auel, T.H. Watkins, Mary Oliver and James Dickey will appear at five state centers for the book this spring as part of the National Book Foundation's 1993–94 "Writing Life" project, which enables authors who were National Book Award winners or finalists to visit a community for a series of programs.

The project is supported by the Lila Wallace-Reader's Digest Fund. The National Book Foundation is a reading promotion partner of the Center for the Book.

Novelist and poet Peter Taylor will be hosted by the Florida Center for the Book on March 30–31 at programs in Fort Lauderdale and Miami; satellite programs featuring other writers will be held in Key West, Palm Springs, Venice and other communities. For information, call the Florida Center for the Book at (305) 357-7404.

The 1992 National Book Award winner for poetry, Mary Oliver, will be hosted by the Ohio Center for the Book in Columbus on April 5–6. For information, call (614) 644-7061.



Topeka & Shawnee County Public Library

The Kansas Center for the Book will present Jean Auel in Topeka on April 14–15. For information, call (913) 233–2040.

T.H. Watkins is the Montana Center for the Book's writer-in-residence on April 29–30 for readings and conversation in Helena; satellite programs are being planned at Flathead County Library; the Montana Historical Society; and Western Montana College. For information, call (406) 444–5353.

Poet and novelist James Dickey, who won the National Book Award for poetry in 1966 and served as Consultant in Poetry at the Library of Congress in 1966–68, will be sponsored by the Virginia Center for the Book in Richmond on May 12–13; other writers will participate in satellite programs in Danville, Virginia Beach, and Winchester. For information, call the Virginia Center for the Book at (804) 371–6493.

Six National Book Award winners or finalists were hosted by state centers for the book in 1993 or early 1994. Each state center also hosted other writers in several satellite programs in schools, libraries, colleges or universities throughout the state.

Barry Lopez was the guest of the Minnesota Center for the Book in Minneapolis and in St. Paul in January 1993. Lisel Mueller, the 1981 winner for poetry, was sponsored in February in Harrisburg by the Pennsylvania Center for the Book. The Connecticut Center for the Book hosted novelist Philip Caputo at a program in Hamden on April 1–2, 1993.

Cristina Garcia, a 1992 National Book Award finalist in fiction, appeared in Phoenix under the auspices of the Arizona Center for the Book on April 1–2.

Norman Rush, winner of the 1992 fiction award for his novel *Mating*, spoke in Seattle on April 24–25, sponsored by the Washington Center for the Book.

The California Center for the Book's "Writing Life" program featured biographer and journalist Roger Morris, who shared his writing experiences at the California State Library in a program on Jan. 19, 1994. Three satellite programs featured California authors. Writer, actress and filmmaker Saundra Sharpe spoke on Jan. 19, 1994, at the Cerritos Community College in Norwalk. Poets Juan Felipe Herrea, Jose Montoya, and Cherrie Moraga read from their works on Jan. 21, 1994, at Modesto Junior College. And novelist April Sinclair was the guest speaker at the Fresno Friends of the Library author program in Fresno on Jan. 29.

☐ **Paul Monette's National Book Award Lecture Published.** Under the sponsorship of the Center for the Book and the National Book Foundation, which administers the National Book Award, the Library of Congress has published *The Politics of Silence*, a lecture by Paul Monette, the 1992 National Book Award winner for nonfiction. Mr. Monette's lecture was presented to an overflow audience in the Library's Mumford Room on Jan. 28, 1993.

It marked the Center for the Book's observance of National Book Week, a weeklong celebration of American books and writers that takes place the third week of each January. Paul Monette won the National Book Award for his work *Becoming a Man: Half a Life Story*. He also has written six novels, three collections of poems, and *Borrowed Time: An AIDS Memoir*.

The Politics of Silence is the fourth publication in a series of National Book Week Lectures sponsored by the Center for the Book and the National Book Foundation. A 21-page pamphlet, it was designed by Franklin Street Communications Inc. of Richmond, Va. It is available from the Library of Congress Sales Shop and by mail from the Library of Congress, Box J, Washington, DC 20540–8620. The price is $3.95. Add $2 per order (one to four copies) if ordering by mail. Credit card orders may be placed by phone. Call (202) 707–6095 to place orders or for more information.

☐ **WPA Dallas Guide Reprinted.** The Texas Center for the Book, the Dallas Public Library and the University of North Texas Press have sponsored a reprint edition of *The WPA Dallas Guide and History*, which was written and compiled from 1936 to 1942 by the workers of the Writers' Program of the Work Projects Administration in the City of Dallas. The 450-page book has a new introduction by Gerald D. Saxon of the University of Texas at Arlington, who edited the volume for publication with Maxine Holmes of the Dallas Public Library.

The volume is available from the Texas A&M University Press, Drawer C, College Station, TX 77843, or call (800) 826–8911. The cost is $35 plus $3 for shipping and handling.

Paul Monette, who spoke at LC on Jan. 28, 1993; his lecture, *The Politics of Silence*, has just been published. *Photo by Jim Higgins*

The Library's Fiscal 1995 Budget:
Librarian Warns Against Further Cuts in LC Budget

With the Library already beset since 1992 by cuts in staff and services, Dr. Billington this month asked Congress for a 7.9 percent budget increase in fiscal 1995—essentially enough to maintain existing services and finance new mandated pay raises and price increases. His prepared statement Feb. 2 to the House Legislative Branch Appropriations Subcommittee, chaired by Rep. Vic Fazio (D.-Calif.), follows: (Dr. Billington on Feb. 24 will also testify before the Senate Legislative Branch Appropriations Subcommittee.)

Mr. Chairman and Members of the Subcommittee:

I appreciate the opportunity to appear here to discuss the Library of Congress budget request for fiscal year 1995.

I must report that the Library has reduced services as a result of two consecutive years of budget cuts—since fiscal 1992, the Library's budget has fallen $19 million below a level calculated using the Congressional Budget Office's baseline assumptions. The Library suffered a $2.6 million budget reduction in fiscal 1994 and even greater losses by the need to absorb most price level increases for fiscal 1993 and 1994; mandated but unfunded locality pay increases in fiscal 1994; and general salary reductions equivalent to 256 positions. Overall, the Library's funding for full-time equivalent (FTE) positions has been cut by 395 since fiscal 1992.

Since fiscal 1980, the Library's staff has decreased by 573 FTEs, or 12 percent, while the workload has increased steadily and substantially. Our collections have increased by a projected 19.8 million items, or 22 percent; responses to Congressional Research Service requests are up 76 percent; copyright claims registered are up 33 percent; blind and physically handicapped readership is up 27 percent, etc.

Dr. Billington, in his testimony, stressed that "the Library's services to Congress and the nation must not become an early casualty" of the U.S. budget crunch. *Photo by Yusef El-Amin*

In short, the Library is now doing more with less; but, as the accompanying chart illustrates, the Library has had to reduce some services.

Faced with limited resources and the need to establish priorities for service delivery, the ninth Librarian of Congress, Archibald MacLeish, established priorities in his 1940 "Canons of Service." Public services were provided to the extent they could "be given without interference with services to the Congress and other agencies of the Federal Government."

Consistent with these historic priorities, our current downsizing has been most visible in the public service category: reducing reading room hours, public tours, exhibits and published items. Moreover, we have eliminated programs for indexing and selling translations of scientific and technical documents and foreign interlibrary loans, ended the distribution of nonautomated cataloging (MARC) cards, reduced our ability to provide timely research assistance to scholars and reduced the number of new braille and audio books and magazine titles made available to the blind and physically handicapped.

Reductions in direct congressional services are the last to be taken. Recent budget cuts mean that we are not able to respond as rapidly as we would like to the growing number of congressional information requests or to provide Congress with in-depth analyses on all public policy issues. We are concerned that losses of staff, who cannot be replaced, will lead to further gaps in our ability to handle individualized research and analysis requests.

For fiscal 1995, the Library is asking only for those additional funds needed to finance mandatory pay

and price level increases and to prevent further reductions in services. The request totals $358 million, including authority to obligate $25.3 million in receipts, for a net of $332.7 million.

It represents a total budget increase of $26.1 million, or 7.9 percent, over fiscal 1994: the lowest percentage increase requested since I became Librarian of Congress in 1987.

By providing this minimal level of funding necessary to maintain existing services, the committee would permit the Library to ensure the continuation of critical services to Congress and the nation and to address fundamental changes now taking place in the information and copyright industries. As this committee well knows, under its charter and by tradition, the Library of Congress is unlike any other legislative entity. The Library has a dual role: first, service to Congress and, second, service to the nation, including assisting members in maintaining an informed electorate.

The Library's congressional services and its leadership as the nation's library will be jeopardized without this minimum increase.

At this time last year, I briefed the committee on the Library's seven-year strategic plan and stressed our intention to overcome the backlog of uncataloged materials, strengthen core services to Congress and the nation, improve collections security, test new preservation techniques, improve human resources and financial management, secure storage space off-Capitol Hill and prepare for the electronic dissemination of collections through new networks and joint ventures.

I am pleased to report that, even with recent budget cuts, the Library has made major progress in the last year:

☐ exceeding by a good margin the Library's ambitious arrearage reduction goals

☐ with this committee's help, acquiring a secondary storage site

☐ helping orient 129 new members of the 103rd Congress, assisting the Joint Committee on the Organization of Congress and maintaining critical support tasks on such issues as health care reform and trade policy

☐ improving collections security

☐ making the Library's huge data base available on-line free via the Internet

☐ improving financial and human resources management, including opening the Library's day care facility and creating new affirmative action opportunities and

☐ exhibiting spectacular Vatican Library treasures and the Dead Sea Scrolls.

What follows is an overview of the Library's major services—a number of which may have to be cut back or cut out if the Library has to absorb once again mandatory pay and price level increases:

Overview of LC Services

The Library of Congress maintains a collection of about 104 million items—many of them unique and irreplaceable—in more than 450 languages. As the world's greatest repository of knowledge, the Library is able to support Congress's research needs. Congress has extended the use of its Library's resources to its constituents across the nation and to the world and has funded these services by four salaries and expenses (S&E) appropriations as follows:

☐ **Congressional Research Service (CRS S&E).** This appropriation funds the exclusive and impartial analytical research and information that we provide to the members and committees of Congress on public policy issues—providing Congress with more than 600,000 products and research responses a year, including customized responses to 267,000 requests for research and information.

☐ **Copyright Office (CO S&E).** The Library administers the U.S. copyright law and actively promotes international protection for intellectual property created by U.S. citizens—processing more than 620,000 claims for copyright registration and 400,000 requests for information annually.

☐ **National Library Service for the Blind and Physically Handicapped (Books for the Blind and Physically Handicapped S&E).** The Library manages a free national reading program for 750,000 blind and physically handicapped people—circulating at no cost to users more than 21 million items a year (mainly audio books and magazines) through 147 regional and subregional libraries and two distribution centers.

☐ **Library of Congress (LC S&E).** This appropriation funds support activities for the three major services listed above while providing a wide range of national services including:

• **Cataloging.** The Library provides bibliographic records and related products to libraries and bibliographic utilities in all 50 states and territories. The Library's cataloging services for the nation would cost America's libraries in excess of $336 million annually if they had to do the work themselves.

• **Research and Reference.** The Library makes available to scholars and other researchers vast information resources, many of which are unique, covering almost all formats, subjects and languages—annually serving over 700,000 readers (including the Law Library) and responding to nearly 1.4 million information requests from across the nation. Moreover, the Library provides on-line free access, via Internet, to its automated information files, which contain more than 35 million records, to congressional offices, federal agencies, libraries and the public. The Library also provides annually more than 36,000 free interlibrary loans to constituents in every state in the nation.

• **Law Library.** The Library's Law Library supplies legal research in over 200 foreign jurisdictions to Congress, the judiciary and federal agencies and provides American and foreign law reference services to the public, serving 135,000 users annually.

• **Preservation.** The Library manages a preservation program that includes treating more than 300,000 items a year, assuring that staff are trained and equipped to handle emergencies, conducting research on new preservation technologies (e.g., mass deacidification) and administering the National Film Preservation Board.

In addition, the Library of Congress:

☐ promotes reading and literacy through the 29 state affiliates of the Library's Center for the Book

☐ gives tens of thousands of surplus books and serials each year to needy libraries throughout the nation

☐ shares its unique collections through exhibitions, cable TV programs, conferences and symposia, poetry readings and electronic information dissemination

☐ manages the nation's leading collection of folk music and folklore and promotes the preservation of folk culture throughout the U.S. and coordinates and administers a cost-effective procurement program for nearly 1,300 other federal libraries.

The Digital Library. Dramatic changes in the telecommunications industry and the rapid increase in computer power have accelerated an electronic information revolution that is significantly changing the way libraries access, manage and deliver information. The Library of Congress must move into the digital age to meet its basic responsibilities to gather, organize, catalog, preserve and share its collections through the core services it provides to Congress and the nation.

The Library is already using a rapidly developing early version of the "information superhighway" both to receive and to provide information.

First, the Library's major services such as providing answers to Congressional inquiries, cataloging books and responding to difficult reference questions are benefiting from our staff's access to Internet – a vast global network of many interconnected networks with more than 20 million users. For example, Library catalogers regularly search catalogs in other libraries via the Internet to locate usable cataloging records to edit and upgrade instead of starting work from scratch.

Second, we have made freely available to the public via Internet more than 35 million electronic records. Since April 1993, the public has had on-line access to the Library of Congress Information System (LOCIS), which includes cataloging information, copyright registrations and status of federal legislation.

The Library system also makes freely available on the Internet documents and images from recent exhibits as well as basic information about the Library's services. In June 1993, the Library enhanced Internet access by implementing LC MARVEL (Machine-Assisted Realization of the Virtual Electronic Library) – a user-friendly software tool that makes it easier to conduct Internet searches or perform commands. Opening access to the Library's rich resources at no cost to Internet users has been widely acclaimed by people all over the nation and indeed the world.

The Committee's support of a Capitol Hill communications network has made it possible for the Library to share its Internet connection with the Congressional Budget Office, and we are continuing our discussions to share that same connection with the Office of Technology Assessment.

Internet resources comprise one piece of the Library's overall effort to use information technology to support our strategic goals. Throughout the Library, we are exploring ways to apply modern technology to improve productivity while enhancing services. For example, using the Library's network infrastructure and digital technology, fiscal 1994 plans include providing Congress with access to: (1) digitized information from the geography and map collections; (2) on a pilot basis, the full text of selected CRS reports; (3) material in the Japan Documentation Center; and (4) a small business information data base being developed with private funds.

In fiscal 1995, we plan congressional access to the full text of recommended reading materials (i.e., bibliographic references contained in CRS issue briefs), digital versions of selected government documents that are of particular interest to Congress and country study handbooks created by the Library's Federal Research Division. The Library's proposed fiscal 1995 budget would permit prudent investments in automation to continue and would allow us to exploit further the potential of the Internet for serving Congress and the nation.

Another aspect of the Library's move into the Information Age involves digitizing key collections so that they can be made more broadly available. The budget proposal would provide $357,000 (reallocated American Memory funds) for a core staff of four persons to continue and focus our overall digital efforts. Encouraged by the committee, the Library is in the midst of forging private sector partnerships to disseminate the digitized collections developed during the American Memory pilot project. A small core staff is needed to oversee the establishment of these private sector partnerships and to help build an internal infrastructure to support the digitization of selected Library collections.

The Library must continue to move forward in establishing digital access to its collections or risk becoming irrelevant to the "knowledge navigators"—librarians and educators across America—of the information superhighway of tomorrow. While the basic funding for American Memory is being sought from private sources—more than $1.5 million per year—the management, planning and direction for the future digital library must be supported as a core Library of Congress service. We believe this to be a solid investment Congress can make in the future of its Library.

Arrearages and Collections Services. In March 1990, the Library made a commitment to Congress to, reduce its backlog of unprocessed items by 30 percent, or 11.3 million items, by the end of 1993. I am pleased to report that, with the strong support of this committee and with hard work and innovation, the Library has surpassed this commitment by reducing unprocessed items by 34.4 percent, or 13.6 million items.

This is a major achievement that goes beyond just the numbers. Numerous innovations in cataloging and other processing operations have yielded substantial gains in both speed and productivity. Enhanced bibliographic workstations have increased copy cataloging and, as a result, cataloger productivity. The Cataloging Directorate, recently reorganized into "whole book" cataloging teams to improve timeliness, has outstripped its previous three-year average of 246,000 titles cataloged by 15,000 units. Arrearage reduction efforts have made available to researchers just in the past year unique materials such as unknown letters from Mark Twain, Civil War drawings by artists and journalists, Woodie Guthrie's notes about his songs and the Irving Berlin and Aaron Copland collections.

We are eager to pursue new and ambitious arrearage goals for 1994–2000.

Even though the number of staff devoted to this effort has declined, we can still achieve our original arrearage reduction goals *if* current staffing is maintained. This can be done by continuing to simplify procedures and increase our use of technology that will improve productivity and throughput.

We are requesting the shift of five positions ($235,000) now funded by the American Memory pilot program to Collections Services to continue the clearing of arrearages which people in that program have been doing so effectively with special collections. These staff members would help the Music, Prints and Photographs and Motion Picture, Broadcasting and Recorded Sound divisions in meeting their demanding arrearage reduction goals.

Collections Security and Constituent Services. We have taken a number of important steps in the past year to secure the Library's collections. Over 500,000 books have been protected with a target or trigger that sounds an alarm when the book passes through detection (KNOGO) gates installed at all Library exits. We have installed surveillance cameras in selected collection storage areas and by the end of this month will complete installation of electronic door locks for the Jefferson bookstacks.

Metal detectors were purchased for the entrances to all buildings and will be activated at the completion and reopening of the renovated Madison Building main entrance later this month. A computer-based integrated reader registration system has been designed that is compatible with the House Information System (HIS). The committee was instrumental in supporting this joint effort. Completion of the HIS procurement now allows the Library to use the same vendor and technology for our system.

Now, however, we are confronted with the requirement to finance locality pay, which reduces, among other things, the Library's ability to fund the positions necessary to operate both the entrance metal detector system and the reader registration system. In addition, we need to continue to tag books, a task largely accomplished thus far as a student summer work project. So, in a further adjustment of services to meet our priorities, we are reducing general reading room hours by ending four hours of Sunday reader service. By compressing existing staff schedules to six days, we will help realize our future collections security goals while maintaining the quality of research and reference services at other times.

At the same time, we will reopen the Manuscript Reading Room on Saturdays to accommodate scholars who need access to our unique Americana collections as well as books from the general collections that, for security purposes, are now served in the Rare Book Reading Room during the week.

Human Resources. During the past year, the Library moved forward with its plan to ensure a nondiscriminatory work environment for all its employees. A new merit selection process was put in place to ensure equity in all stages of the selection process, and a plan was developed to improve human resources and affirmative action programs. Major parts of the plan being implemented are: increasing diversity in our senior level management staff, creating an expanded affirmative action intern program and a program to develop minorities and others for leadership positions, adding necessary staff to the Office of Affirmative Action and Special Programs, and implementing a more effective performance appraisal system for supervisors and managers.

We will soon select 29 affirmative action interns now in technical and clerical positions and place them in professional trainee positions in various job series. Through training and experience, the trainees will move

into jobs that lead to GS–11 or GS–12 positions. We will also be launching this year a pioneering Leadership Development Program supported by private funding (a special gift from the chairman of the Madison Council, John Kluge).

We will select 10 individuals recruited from within and outside the Library and provide them with practical experience, professional mentoring, management training and academic courses. To carry out this ambitious overall program effectively, the Affirmative Action and Special Programs Office is requesting one GS–13 Program Officer who will direct the leadership and professional development programs. We do not seek additional funding for this position but are requesting the transfer of funding for one vacant position from the American Folklife Center to Human Resources Services.

Financial and Facilities Management. The Library continues to move closer to its goal of a modern financial system that complies with federal accounting and internal control standards and that will ease the preparation of audited financial statements. On Nov. 30, 1993, the Library purchased the Federal Financial System (FFS), an off-the-shelf software package developed by American Management Systems, and is installing FFS with a planned implementation date of Oct. 1, 1994. FFS will correct problems identified by the GAO audit that I requested upon becoming Librarian and will improve accountability to Congress. The purchase of FFS has implications beyond the Library because we provide accounting and disbursing services for four other legislative branch agencies. We will be adopting the same basic system now used by GAO, taking another step toward the committee's goal of consolidating financial services within the legislative branch whenever practical.

Our experience with payroll and personnel services, currently done on a uniform basis for most legislative branch agencies by the National Finance Center in New Orleans, suggests that establishing a uniform standard for services is more cost effective than having each agency develop, operate and maintain its own system. We would be pleased to assist other legislative branch agencies in adopting a similar standard for financial management software.

Two major milestones were achieved in facilities management during 1993—obtaining a secondary storage site and opening the Little Scholars Child Development Center.

Thanks to this committee's help and support, the Military Construction Appropriations Act of 1994 (P.L. 103–110) approved the Library's use of up to 100 acres of land at Fort Meade, Md., for long-term storage needs. The Library owes a special debt of thanks to the chairman for his critical assistance in acquiring this land. Staff of the Library and the Architect of the Capitol have met with Department of Defense staff to prepare for a survey of the 100 acres and eventual transfer of the property. Survey costs and construction of the first collections compact storage facility will be funded by amounts provided in the fiscal 1993 legislative branch appropriations act.

On Sept. 20, 1993, years of hard work, cooperation and steadfast support from Congress culminated in the opening of the Little Scholars Child Development Center. The center, which is operated by the Library of Congress Child Care Association, has a capacity for 100 infants and preschoolers and provides high-quality child care for employees of the Library and other legislative branch offices.

The Library is requesting that $388,432 be reallocated from other LC S&E accounts (primarily American Memory) to improve the fire protection system at its Landover storage center. The original fire system was not designed to protect the high rack storage and high-risk materials now in place.

Finally, the Library requests $2.3 million for the first of two installments necessary to complete the furnishings and equipment for the renovated Thomas Jefferson and John Adams buildings. The purchase of compatible furniture and equipment will bring the buildings into compliance with current life safety codes and refit them as efficient and ergonomically correct reader and staff spaces.

Other LC S&E Transfers and Reimbursable Authority. The Library is recommending the transfer of $50,000 from the Cultural Affairs publishing budget to the Law Library for improving access to legal data bases to answer congressional requests. Using such data bases to improve staff productivity has already helped CRS maintain services as staff resources declined. The Library is also requesting the shift of one funded American Memory position to the American Folklife Center (AFC) to assist primarily with arrearage reduction efforts. This transfer brings the AFC up to its authorized ceiling of $1,120,000.

In accordance with Section 206 of the Legislative Branch Appropriations Act of 1994, P.L. 103–69, the Library is requesting obligational authority of $68,236,000 for reimbursable programs, $8,706,000 for revolving fund programs and $6,150,000 for parliamentary development programs funded by nonexpenditure transfer.

Copyright Office. The Library worked extensively with Congress during 1993 to accommodate legitimate concerns for fair treatment for American authors while at the same time assuring that Library acquisitions through copyright registration and mandatory deposit are maintained at least at their present level. The Library established an Advisory Committee on Copyright

Registration and Deposit (ACCORD) to assist with recommendations for alternative inducements to registration and improved registration and mandatory deposit systems and to review the effect of legislative changes on the collections of the Library and the registration system. Recommendations developed with the assistance of ACCORD were incorporated into the proposed legislation.

For the Copyright Office, exclusive of the Licensing Division, the Library is requesting an increase of $1,118,000 over fiscal 1994 funding to cover mandatory pay and price level increases. This minimum level of funding is required to plan for the implementation of the Copyright Reform Act, which passed the House in November 1993, to maintain currency in processing copyright claims and to explore new ways of increasing productivity through technology. As the reform act moves through the legislative process, we will need to come back to the committee with further requests for funding or reprogramming.

In its present form, the reform act would eliminate a key incentive for depositing materials with the Library, but would substitute a strengthened system of mandatory deposits of published materials, other incentives for copyright deposits and monitoring to determine the impact on the Library's collections. As I stated in Senate testimony, I cannot support enactment of the Reform Act unless the alternative inducements to Library registration and deposit are included and Congress has a clear understanding that additional funding may be required.

For the Copyright Licensing Division, we are requesting an increase of $594,000 to fund the new responsibilities set forth in the Copyright Royalty Tribunal Reform Act of 1993 (PL 103–198) and to sustain its existing services. The act, effective Jan. 1, 1994, abolished the Copyright Royalty Tribunal (CRT), transferring its functions to ad hoc arbitration panels under the direction of the Librarian of Congress. The costs of the panels are to be borne by the participants in the proceedings, not by the taxpayer. The Library's additional costs in administering these new responsibilities are to be funded completely by receipts. The Library is implementing this law, which includes issuing regulations and closing down the CRT.

Congressional Research Service. An increase of $3,693,000 requested for the Congressional Research Service (CRS) is composed of $3.3 million for mandatory pay increases and $350,813 for price level changes. Funding of the mandatories for CRS is essential: More than 89 percent of its budget consists of salaries and compensation. CRS is Congress's most efficient tool for analyzing legislative issues and responding to hundreds of thousands of information requests. It constitutes a shared staff of experts, available to all members and all committees. As office staff and other resources available to members shrink to meet budget targets, CRS becomes even more important as a means to ensure that members have adequate information and analysis to deal with the important issues of the day. CRS is the only legislative support agency that is available to help with the growing volume of representational work as well as legislative concerns. Therefore, it is essential that the information-gathering and analyzing capacity of CRS be maintained by funding the mandatory pay and price level costs.

National Library Service for the Blind and Physically Handicapped. With the exception of mandatory pay items, the largest requested increase in the Library's budget is for the Books for the Blind and Physically Handicapped program. We are asking for an increase of $7,442,000–17.4 percent–to continue this unique national endeavor at the current level. This is a 62-year-old cooperative effort with state and local agencies and the U.S. Postal Service.

More than 750,000 residents of the United States, covering every congressional district, use this coordinated service provided by the Library. Last year each individual user received an average of 29 braille and/or audio books and magazines. This far exceeds the average reading level of the sighted public. Without this program, those unable to read regular print would find it difficult, if not impossible, to satisfy their reading needs. Because more than 80 percent of this program's budget is for the purchase of patron machines and reading materials, any budget reduction translates into either a cut in the number of new titles available for use or an added risk that the pipeline for patron machines will dry up. The Library requests this large increase to ensure that neither of these possibilities happens.

Superintendent of Documents. On Nov. 22, 1993, the House passed H.R. 3400 as amended. The bill addresses a number of the administration's National Performance Review recommendations. Title XIV of the bill transfers the functions of the Superintendent of Documents (SUDOCS) from the Government Printing Office (GPO) to the Library. While the Congressional Budget Office has not commented directly on the cost of transferring SUDOCS, the Library, at the request of Congress, has completed an analysis of this transfer and identified a number of major implementation issues.

The Library provides several services which have some parallel to those programs operated by SUDOCS. But because the Library's programs differ in scope and mission, the transfer of SUDOCS to the Library could change the Library's programmatic responsibilities and could stress our administrative

systems at a time of budget constraint unless Congress provides adequate funding for this activity.

Conclusion. Thanks to the foresight and continued support of Congress for nearly two centuries, the Library of Congress is one of the nation's most important resources for the emerging new Age of Information. America will advance and prosper in the 21st century only if, among other things, it makes maximum use of information and knowledge. The Library's ability to acquire, organize, preserve and make increasingly accessible its unparalleled resources is of critical importance to Congress in performing its legislative duties and to the nation in supporting our knowledge-based democracy.

But the Library of Congress is at a genuine crossroads in its long history. We must address changes brought on by the information revolution and copyright reform as well as grapple with severe budgetary constraints. Congress must decide whether it wants its Library to sustain its services to the nation or significantly diminish them by further budget cuts. If the Library is targeted either by direct cuts or by across-the-board cuts aimed at the entire legislative branch, the Library will continue to slip backward.

The Library's priorities for its LC S&E budget, which funds the infrastructure supporting all activities including congressional services and funds national services, are broadly stated as follows:

☐ acquiring, securing and preserving a universal collection for Congress and the American people

☐ cataloging and making accessible the bibliographic records and contents of the collections electronically

☐ providing on-site reference services in reading rooms

☐ making available for national use the Library's collections through exhibits, lectures, publishing and similar means.

We are keeping to these priorities. The Library's decision to close on Sundays, for example, is driven by the need to fund the higher priority of collections security as well as to maintain the quality of reference and support services during other hours.

I do not claim that the Library cannot be more efficient in using and delivering services. Quite the contrary. The Library has undertaken a multiyear effort to review its major business processes in order to work smarter and to do even more with less. We believe that our business process improvement (BPI) efforts are the right way to downsize, but they take time and resources to carry out, and they typically require negotiations with the Library's three unions and, in some cases, changes in regulations or legal authority. Our initial BPI findings are promising, but our extensive reviews of the Library's budget base during the past two years reveal no easy targets.

We are also analyzing levels of supervision and hope to reduce significantly the ratio of supervisors to staff during the next two years. As the accompanying chart indicates, we are already doing more with less.

We hope to continue working with the committee to avoid both declines in service and the demoralizing effects of staff furloughs or a reduction-in-force. We appreciate the committee's support of the retirement incentive authority that made it possible for the Library to meet its mandated FTE ceiling in an orderly fashion. A total of 245 people voluntarily used this program, which will help fund the significant unfunded locality pay costs.

The Library has reached a point, however, where further budget cuts or decreases in purchasing power would translate immediately into radical reductions in services.

I must emphasize that the Library needs a year of budget stability to ensure that critical services are continued as we gain in efficiency and prepare for further major changes. Future generations will not forgive us if we permit the great repository built up over the past 193 years to diminish slowly, slice by slice, until even our ability to support Congress would be significantly reduced and our service to the nation would become marginal. Both members of Congress and librarians tell us that the Library's services to Congress and the nation are more important now than ever because of funding cutbacks elsewhere.

The Library of Congress is a great national asset, an expression of the best in America. It is a prime example of direct congressional service to all Americans and not just another burden on the legislative branch cost sheet. I strongly request that the Library's austere budget request be approved. As Congress addresses problems of accumulated deficits and diminished resources, the Library's services to Congress and the nation must not become an early casualty.

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